

Kentucky Department of Education  
Science Adoption 2008-2014

Provided by the Publisher	ISBN - <b>9780153609442</b>		Publisher - <b>Harcourt School Publishers (HSP)</b>		Provided by the Publisher
	<b>Big Book Collection</b>				
	Type - P2	Author - Bell, et al			
	Copyright - 2009	Edition - First	Readability - N/A		
	Course -		Grade(s) - 1		
	Teacher Edition ISBN if applicable				

**Overall Recommendation:**

☒ **Recommended as Basal**

**Overall Strengths, Weaknesses, Comments:**

\*This program contains a nice combination of text and engaging, hands on activities that directly address Kentucky standards.  
 \*Strong technology support and integration are available and easy to access.  
 \*Literacy connections and cross-curricular integration ideas are plentiful.  
 \*Teacher's edition is well organized and comprehensive, a great planning tool.  
 \*Many opportunities are available for students to relate content to real life situations. The text includes information about places in our nation (i.e. Traveling Turtles: A Trip Across the Atlantic). The use of technology as it relates to real life is included (i.e. how cell phones work).

**CRITERIA**  
This basal resource ...

**A. Encompasses KY Content Standards & Grade Level Expectations**

☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

☐ Text is designed to be used in an elective course outside the Program of Studies

**1) Includes the 7 Big Ideas of science to the following extent:**

- |   |  |                                   |  |                              |
|---|--|-----------------------------------|--|------------------------------|
| a) Structure and Transformation of Matter | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little            | <input type="checkbox"/> N/A |
| b) Motion and Forces                      | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little            | <input type="checkbox"/> N/A |
| c) The Earth and the Universe             | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little            | <input type="checkbox"/> N/A |
| d) Unity and Diversity                    | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little            | <input type="checkbox"/> N/A |
| e) Biological Change                      | <input type="checkbox"/> Strong            | <input type="checkbox"/> Moderate | <input checked="" type="checkbox"/> Little | <input type="checkbox"/> N/A |
| f) Energy Transformation                  | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little            | <input type="checkbox"/> N/A |
| g) Interdependence                        | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little            | <input type="checkbox"/> N/A |

**2) Addresses content-specific enduring**

☒ Strong ☐ Moderate ☐ Little ☐ N/A

understandings from the related Program of Studies standards.

3) Addresses content-specific skills and concepts from the related Program of Studies standards. ☒ Strong ☐ Moderate ☐ Little ☐ N/A

4) Content addressed is current, relevant and non-trivial ☒ Strong ☐ Moderate ☐ Little ☐ N/A

5) Provides opportunities for critical thinking/reasoning ☒ Strong ☐ Moderate ☐ Little ☐ N/A

6) Strengths, Weaknesses, Comments:

- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

\*All of the Big Ideas, with the exception of 5 (Biological Change) are well covered with activities and text. In the teacher edition there is a section that clearly correlates Kentucky Standards with the chapters and activities, and we found much of the program to be congruent with core content. The activities that support the big ideas often involve commonly used materials (sticks, soil, clay, etc.) Materials kits are available for purchase, but not included with the basal set.

\*Big Idea 5, Biological Change, is not addressed in the correlation.

**B. Functionality & Suitability**

☒ Strong Evidence  
☐ Moderate Evidence  
☐ Little or No Evidence

1) Suitability ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

2) Content quality ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community

3) Connections to Literacy

*Note: may apply to either student or teacher editions*

☒ Strong ☐ Moderate ☐ Little

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists

Kentucky Department of Education  
Science Adoption 2008-2014

- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

**4) Connections to Technology**

☒ Strong ☐ Moderate ☐ Little

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

**5) Support for Diverse Learners**

☒ Strong ☐ Moderate ☐ Little

- Provides support for ESL students
- Provides support for differentiation of instruction in diverse classrooms

*Note: may apply only to teacher edition*

**6) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

\*Opportunities to scaffold inquiry will be beneficial for diverse learners.

\*Vocabulary is listed in English and Spanish in the teacher's edition.

\*Each chapter contains suggestions for differentiation and ideas to support ESL/ELL learners. Intervention ideas are offered, including hands-on lessons to reteach. ESL support materials are available in the gratis materials; but are not bi-lingual.

\*At the beginning of each unit, related trade books are listed. Each chapter has a reading skill focus, which is assessed at the end of the chapter. Writing links are embedded throughout the chapter. A page at the beginning of each chapter lists suggestions for curriculum integration. Reading support blackline masters and writing extensions are available as gratis materials.

\*Online activities are available and easy to access. Lab manual pages are online as well (blackline masters). Electronic transparencies are available on online as well as in the gratis materials. The eBook is available online, one student license per purchase with each student book purchased. Online assessments are available with school adoption.

\*Electronic transparencies are available on a cd as gratis materials; however the cd was not sent for our review.

**C. Supports Inquiry and Skill Development**

☒ Strong Evidence  
☐ Moderate Evidence  
☐ Little or No Evidence

**1) Promotes Inquiry, research and Application of Learning**

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.

Kentucky Department of Education  
Science Adoption 2008-2014

- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.

*Note: may apply to either teacher or student edition*

**2) Skill Development**

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities to make sense of data
- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

\*There is a strong emphasis on inquiry throughout the program. Each chapter has an inquiry focus (both guided and independent inquiry) and students are also exposed to inquiry skills in mini-lessons. Inquiry masters are included in the online lab manual, which is easy to access. Lab manuals are also available as gratis materials. Five minute insta-labs are throughout the program, and they often have an inquiry focus.

\*Lots of opportunities are embedded for skill development, as students collect, record, and organize data in many ways.

**D. Supports Best Practices of Teaching and Learning**

☒ Strong Evidence  
☐ Moderate Evidence  
☐ Little or No Evidence

**1) Engages Students**

☒ Strong ☐ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated

*Note: may apply to either teacher or student edition*

**2) Uses Assessment to Inform Instruction**

☒ Strong ☐ Moderate ☐ Little

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels

*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

\*Activities are engaging and well organized. Students are responsible for gathering data and recording their findings.  
\*The text is colorful and includes eye-catching pictures.  
\*A variety of assessments are available, including performance assessment and portfolio assessment. Each chapter ends with a variety of review questions in multiple formats (multiple choice, ordering, matching, open ended critical thinking questions.)  
\*Assessment guide is available as gratis material.

**E. Has an Organization/ Format that Supports Learning and Teaching**

☐ Strong Evidence  
☒ Moderate Evidence  
☐ Little or No Evidence

**1) Organizational Quality**

☐ Strong ☒ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size

Included media are durable, easy to use and have technical merit

- Construction appears to be durable and able to withstand normal use

**2) Essential Components (beyond student and teacher text)**

☐ Strong ☐ Moderate ☒ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

\*Although we ranked the organizational quality of this basal as moderate, the organizational quality and ease of use for teachers (teacher's edition) is very strong. The teacher's edition has lots of connections, suggestions, differentiation ideas, essential questions and big ideas right at your fingertips in one resource manual.  
\*The student text is separated into big books by units.  
\*While the text is colorful and the pictures are engaging, at times the pages seemed busy. We were also concerned with the two-column format of text in some spots for this age level, as well as the amount of print on some pages.

\*The glossary is nicely illustrated, but all in one chunk at the end of the text, possibly making it difficult for first graders to locate a word.

**F. Has available Ancillary/ Gratis Materials**

*Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F*

- ☒ **Strong Evidence**  
☐ **Moderate Evidence**  
☐ **Little or No Evidence**

**1) Ancillary/Gratis Materials**

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

**2) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

\*Leveled readers are available for separate purchase.

\*Hands-on materials kit is minimal, containing such items as one measuring cup, one measuring tape, one thermometer, one dropper, etc.